

## Daily Edit

OLE.2

### **TIME**

10 minutes, daily

### **OVERVIEW**

Students review and practise basic spelling, punctuation, grammar, and capitalization skills every day in the context of their writing. They submit writing samples that are used for Daily Edits. The teacher identifies writing skills that need improvement and creates mini-lessons to address these needs.

Teachers may wish to keep a list of words to reflect content-related vocabulary. Students create a Vocabulary Database for the class, where they record words they have misspelled in their writings, and words they needed to look up through content area studies. Students use the Spelling and Grammar Checker and Thesaurus tools of the word processor.

### **LEARNING OUTCOMES**

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

### **English Language Arts**

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 4.3.1 *Grammar and Usage* — Edit for subject-verb agreement, appropriate verb tense, and correct pronoun references.
- 4.3.2 *Spelling* — Know and apply spelling conventions using appropriate strategies [including structural analysis, syllabication, and visual memory] and spelling patterns when editing and proofreading; use a variety of resources to determine the spelling of common exceptions to conventional spelling patterns.
- 4.3.3 *Punctuation and Capitalization* — Know and apply capitalization and punctuation conventions in compound sentences, titles, headings, salutations, and addresses when editing and proofreading.

### **ICT LITERACY SKILLS AND COMPETENCIES**

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- spreadsheet analysis
- word processing

### **SUGGESTED LEARNING RESOURCES**

#### **Software**

- word processor
- spreadsheet

#### **Internet**

- IMYM Links Database: <<http://www.edu.gov.mb.ca/ks4/tech/imym/resources/links.html>>

**Print**

- student work samples (used with their permission) from any unit of study in various formats, such as
  - samples on transparencies
  - samples from electronic files
  - assignments edited by a group before handing them in
- a variety of texts from print and electronic sources
- Appendix C: Index of Teaching and Learning Strategies and Tools

**TBLMs**

- TBLM OLE.2#1: Daily Edit Concept Chart
- TBLM OLE.2#2: Using the Spell-Checker

**SUGGESTIONS FOR INSTRUCTION****Preparation and Set-up**

- Ask for writing sample submissions from students.
- On the class computers, set up bookmarks or favourites of links to writing and grammar websites found on the IMYM Links Database, or ask students to find other suitable websites (see ICT.9: Look for It: Learning to Search the Internet).
- Use TBLM OLE.2#1: Daily Edit Concept Chart to track the grammar and spelling concepts addressed during Daily Edits.
- Vary the Daily Edits from overall editing of texts to addressing specific grammar or mechanics rules within a text written for that purpose.
- Create a Vocabulary Database using spreadsheet software, where students can add vocabulary words that come up during Daily Edits (see ICT.12: Chart This).

**Activating Strategies**

- Using the chalkboard, overhead projector, or a computer and projection unit, display a writing sample (selected from a textbook, an *Inventions, Innovations, and Discoveries* reading, or a student submission).
- Students read the sample and try to identify mistakes or omissions. They alternate doing this individually, in collaborative groups, or as a class.  
OR
- Give the class a writing sample with mistakes highlighted or underlined and ask students to describe the rule being addressed.

**Acquiring Strategies**

- Discuss the grammar rule being addressed in a writing sample and include several “non-examples.”
- Review the sample with students and discuss the editing techniques used.  
OR
- Review the rule students described, based on the highlighted sample they were given.
- Students add challenging words to the Vocabulary Database.
- Using a computer and a projection system, demonstrate the use of the Spelling and Grammar Checker and Thesaurus on the word-processing program used on the class computers (see TBLM OLE.2#2: Using the Spell-Checker).

**Applying Strategies**

- After a grammar rule has been reviewed, students are expected to apply it correctly to their daily writings. When they do apply a given rule correctly, note it as “Mastered” on TBLM OLE.2#1: Daily Edit Concept Chart. Note which students have difficulties with each rule.
- Students reflect on their writing difficulties in their journals (see OLE.8: Reflection Journal).

**Variations/Extensions**

- Students list words relevant to their current unit of study and write sentences using those words. They share and edit the sentences, applying the concepts learned.
- Students start the class with a five- to ten-minute silent freewriting session on a given topic, which serves as an activating strategy for the class period. These freewriting samples can also be used for Daily Edit samples.

**SUGGESTIONS FOR ASSESSMENT**

- Collect samples of individual edits to assess each student’s skills at applying concepts learned in Daily Edits.
- Provide each student with a print sample. Students edit the sample and write the rule they followed to make the changes. Note which students do not understand the concepts.
- Read students’ journals to identify student-specific areas of difficulty.
- Observe peer editing and conferencing sessions during the Daily Edits and other writing sessions.
- Observe students’ use of the Spell-Checker function of the word processor.

**CONNECTION TO INVENTIONS, INNOVATIONS, AND DISCOVERIES**

- Writing samples generated during *Inventions, Innovations, and Discoveries* learning experiences can be used for Daily Edits.

**TBLM OLE.2#1: Daily Edit Concept Chart**

Concept	Reviewed in Mini-Lesson	Date Used in Daily Edit	Mastered	Comments (Note students who experience difficulties with concept/rule.)
<i>Examples:</i> <ul style="list-style-type: none"> <li>• Punctuation: Use of commas</li> <li>• Capitalization rules</li> </ul>				

## TBLM OLE.2#2: Using the Spell-Checker

### Overview

The **Spell-Checker** tool is available with most word-processing software. It allows the user to verify proper spellings of words. Teachers need to model its appropriate use in order for students to use it efficiently and effectively.

### Advantages

The Spell-Checker tool can support student learning because it

- identifies most spelling and typing errors
- identifies where a space between two words may have been omitted during typing by suggesting that the word is a spelling mistake
- offers a list of suggested spellings, one of which may be the correct one

### Disadvantages

Students cannot rely exclusively on the Spell-Checker in editing spelling errors because it

- does not differentiate homonyms (e.g., by – buy, their – there – they're, too – to – two), and so does not identify incorrect spelling of homonyms
- may identify proper nouns as spelling mistakes (proper names of persons or places are not in the Spell-Checker dictionary, just as they are not usually found in a conventional dictionary). In such an instance, students should select "Skip" or "Ignore" in the dialog box.
- identifies words as mistakes if they are spelled using a language form different than the program default—for example, Canadian spelling (e.g., colour) in an American default (e.g., color). In this case, inquire whether a Canadian dictionary can be installed as the default dictionary on the word processor application.
- may not offer any alternative spelling if the student-written word contains too many errors
- may not offer any alternative spelling if the error is at the beginning of the word

### Considerations

To make the most appropriate use of the Spell-Checker, consider the following:

- Teach the use of the Spell-Checker in the context of editing during the writing process. Encourage students to proofread their writing for spelling mistakes before using the Spell-Checker.
- Dictionary skills are essential. When using the Spell-Checker, students may have to look up words to verify the computer's suggestions in order to select the appropriate word.
- The first word in the list provided by the Spell-Checker is not necessarily the appropriate choice.
- Students may be taught how to add a word to the Spell-Checker dictionary. Verify that the word to be added is spelled correctly.

### Variations/Extensions

Explain and show students how to use the following tools or functions of the word processor:

- **Grammar Checker:** Use of this function of the word processor helps identify grammatical errors such run-on sentences, problems in subject-verb agreement, or other mistakes.
- **Thesaurus:** This tool of the word processor (or an online Thesaurus) can be used to choose more descriptive words for written text.

